

PROMOTING SOCIAL-EMOTIONAL SKILLS DURING VIRTUAL LEARNING

WHY YOU SHOULD CONTINUE TO PROGRAM FOR SOCIAL SKILLS IN YOUR VIRTUAL CLASSROOM

Social-emotional development is especially important during early childhood. Promoting social skills in young children can help prevent challenging behavior and support the development of relationships with peers and adults. Both of these factors have been linked to academic success beyond childhood and into young adulthood. Children need multiple opportunities to practice social skills across activities and peers.



SUPPORTING CHILDREN

- Increase focus on talking about children's emotions
- Establish routines in the home/classroom
- Incorporate safety procedures into behavior expectations
- Provide positive attention and positive descriptive feedback as often as possible to let the children they are loved and they are doing awesome



SUPPORTING TEACHERS

- Engage in consistent self-care
- Seek out mental health support if desired
- Check in with yourself regularly to determine if your needs are being met
- Be kind to yourself, take a deep breath, and remind yourself you are doing what you can to support children and families



SUPPORTING FAMILIES

- Find out what form of communication works best for that child's grown ups (ex: text, email, phone call)
- Ask the grown ups what their biggest concerns are about their child's development or with virtual learning in general
- Check in with families often to ensure they feel supported
- Plan activities that don't require specific materials unless the school can provide them to families
- Use this opportunity to build relationships with the families and provide them with resources on child development



See next page for tips on promoting social emotional development in the virtual classroom!

GENERAL RECOMMENDATIONS



Limit synchronous instruction for young children (ex: no more than 10 min once a day for pre-k)



Hold time for children and families to engage with one another socially (without academic requirements)



Encourage interactions between children by incorporating social activities into synchronous instruction



Be compassionate and understanding toward children and families - check in often, connect families with resources, be flexible and understanding



Incorporate movement into activities (stretches, acting things out, scavenger hunts) to promote active engagement

BEHAVIOR SUPPORT



Give frequent positive attention, regardless of child behavior



Incorporate reinforcement (ex: positive descriptive feedback, dance party, music video) often



Review virtual expectations (ex: muting yourself when the visual is held up; eyes on screen) often and incorporate visual reminders



Encourage children to participate in a way that works for them (ex: standing, bouncing)



Provide choices when you can to increase children's engagement

WHOLE GROUP INSTRUCTION



Use visuals and hand gestures to signal to children what the behavior expectations are (ex: picture of green microphone and red microphone for mute and unmute, respectively)



Incorporate pictures of the children into your morning greetings so children know who to look for on their screen



Limit synchronous instruction for young children (ex: no more than 10 min once a day for pre-k)



Include activities that provide a variety of ways to participate (ex: movement, attending to screen, choral response, individual response)



Minimize transitions by giving kids an activity to do while switching activities (ex: swimming to the next screen)

SMALL GROUP INSTRUCTION



Use "break out rooms" if available or set separate times to meet with smaller groups of children



Encourage conversation between children by incorporating virtual social activities



Use small groups to target social skills (ex: taking turns when speaking, adding to a conversation)



Use this time to provide extra support and challenge children's learning and critical thinking



Incorporate games and activities that support engagement (ex: movement, preferences)

ONE-ON-ONE INSTRUCTION



Schedule face-to-face time with children and their families to foster positive relationships



Find out what each child enjoys and talk about those things with them



Check in with children often about how they are feeling



Talk about your own emotions and coping strategies often as a model for children



Assess each individual child's areas of strength and areas of support

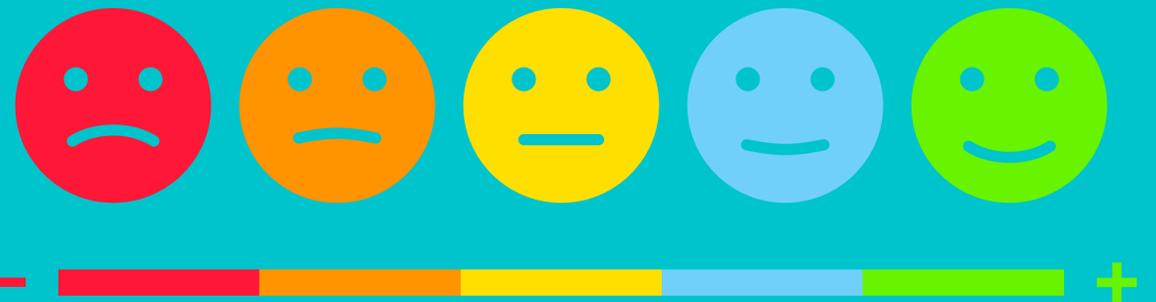
RESOURCES

TECHNOLOGY AS A TOOL
IN EARLY CHILDHOOD
LEARNING PROGRAMS



SUPPORTING CHILDREN'S
EMOTIONAL WELLBEING
DURING COVID-19

SUPPORTING CHILDREN'S
REMOTE LEARNING
DURING COVID-19



SUPPORTING FAMILIES,
EDUCATORS, AND CHILDREN
WITH DISABILITIES